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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the core skills for success in education. The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, students must enable to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

In order to accomplish the students' needs on writing, School Based Curriculum provides writing as one of the language skills in English that should be taught and learned in Senior High School level. Furthermore, Senior High School 3 Rambah Hilir is one of the Educational Institutions that applies School Based Curriculum as guidance in teaching and learning process. In addition, English is taught twice a week with time duration about 45 minutes for each meeting. According to syllabus of Senior High School 3 Rambah Hilir at the eleventh grade, the standard competence of writing is expressing meaning in short functional text (simple essay) and monolog text in form of reports, narrative and analytical exposition.

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Based on the researcher's preliminary interviewed to the English teacher at Senior High School 3 Rambah Hilir, the teacher said that writing has been taught by using conventional technique such as preaching, discussion and demonstration. Generally, in this technique the teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, the teacher asked students to write a simple text individually.

Ideally, the students of Senior High School 3 Rambah Hilir are able to write a text based on the genre. But, in fact, the teacher found some of the students still got difficulties to write into written forms. As a result, writing of the students was still low. The problems faced by the students can be identified in the following phenomena:

1. Some of the students were not able to write the content of writing.
2. Some of the students were not able to write the organization of writing.
3. Some of the students were not able to write the vocabulary of writing.
4. Some of the students were not able to write the language use of writing.
5. Some of the students were not able to write the mechanics of writing.

There are some factors which can influence the students' ability in writing such as the teacher's technique in teaching writing. In addition, the use of appropriate technique in teaching-learning process may help the teachers to achieve learning objectives. Therefore, to solve student's problems in writing needs an appropriate strategy, technique, or even activity. Actually, there is one of strategies that can help students to increase their writing which is called Content-

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Purpose-Audience strategy. Content-Purpose-Audience is a writing strategy that helps students to develop idea in writing process. According to Steve Peha (2003) Content-Purpose-Audience is a terrific pre-writing strategy that helps students to define their entire piece and it also works well as a revision strategy. Furthermore, Content Purpose Audience strategy helps and guides the students to explain something in their confusion of the issue to be written in a good writing.

Based on the explanation above, thus, the researcher is interested in investigating a research project entitled: **“The Use of Content-Purpose-Audience Strategy to Increase Students’ Ability In Writing Analytical Exposition Text at Senior High School 3 Rambah Hilir”**.

B. The Problem of the Research

1. Identification of the Problem

Based on the background and the phenomena above, the problems of this research are identified as follows:

- a. Why were some of the students not able to write the content of writing?
- b. Why were some of the students not able to write the organization of writing?
- c. Why were some of the students not able to write to write the vocabulary of writing?
- d. Why were some of the students not able to write the language use of writing?

- e. Why were some of the students not able to write the mechanics of writing?

2. Limitation of the Problem

In line with the identification of the problems stated above, thus, the researcher needs to limit and focus the problems of this research on the students' ability in writing analytical exposition text.

3. Formulation of the Problem

Based on the problems limited above, the problems of this research can be formulated into the following questions:

- a. How is the students' ability in writing analytical exposition text taught without using Content-Purpose-Audience Strategy at Senior High School 3 Rambah Hilir?
- b. How is the students' ability in writing analytical exposition text taught by using Content-Purpose-Audience Strategy at Senior High School 3 Rambah Hilir?
- c. Is there any significant effect on the students' ability in writing analytical exposition text of using Content-Purpose-Audience Strategy at Senior High School 3 Rambah Hilir?

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C. Objective and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' writing ability in analytical exposition text without being taught by using Content-Purpose-Audience Strategy at Senior High School 3 Rambah Hilir.
- b. To find out the students' writing ability in analytical exposition text taught by using Content-Purpose-Audience Strategy at Senior High School 3 Rambah Hilir.
- c. To find out whether there is or not a significant effect of using Content-Purpose-Audience Strategy on students' writing ability in analytical exposition text at Senior High School 3 Rambah Hilir.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully this research finding is able to benefit the researcher, especially in learning how to conduct a research.
- b. These research findings are also useful and valuable, especially for students and teachers of English at Senior High School 3 Rambah Hilir, and to be considerations in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the

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field of teaching and learning English as a foreign language and those who are concerned with the field of teaching in general.

- d. Finally, these research findings are also expected to be practical and theoretical information to development the theories in language teaching.

D. The Reasons for Choosing the Title

There are some reasons why the researcher is interested in conducting this research:

1. This research is relevant to the researcher status as an English student of English Education Department of Islamic University Sultan Syarif Kasim Riau.
2. This research is very important to be discussed and it will be valuable contributions for the writer particularly and for the teachers of English generally to be recognized and applied to the students in teaching writing.
3. The title of this research is not yet investigated by other previous researchers.
4. The location of this research facilitates the researcher in conducting the research.

E. Definition of the Key Terms

The researcher uses some specific terms in this study. In order to avoid misunderstanding and misinterpretation, the researcher provides the definition of all the terms used in this study. They are as follows:

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1. Writing Ability

According to Reid (1993) writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In this research, writing ability refers to students' ability in writing analytical exposition text of the eleventh grade students at Senior High School 3 Rambah Hilir.

2. Content-Purpose-Audience Strategy

According to Peha (2003), Content-Purpose-Audience is a terrific pre-writing strategy that helps students to define their entire piece and it also works well as a revision strategy. In addition, Content-Purpose-Audience strategy is used in writing activities as strategy in developing and organizing the ideas about the topic in writing analytical exposition text of the eleventh grade students at Senior High School 3 Rambah Hilir.

3. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about phenomena surrounding. This text consists of thesis, argumentation and reiteration. Th. M. Sudarwati and Eudia Grace (2007) explained that analytical exposition is a type of text that belongs to the type of argumentation where the paragraphs contain the detailed author's thinking about a phenomenon around. In this research, students as writers write their own analytical exposition text before and after using Content-Purpose Audience strategy of the eleventh grade students at Senior High School 3 Rambah Hilir.